

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains some theories through reviewing some literatures related to this study. The theoretical build up as follows:

A. Phrasal Verbs

1. Definition of Phrasal Verbs

The definition of Phrasal verbs are verbs which have a main verb and a participle which, together, create one meaning (e.g. a plane takes off from the airport; an adult looks after a child), (Michael McCarthy, 2004). While (Spears, 2005) stated that Phrasal verbs, also called two-word verbs, are idiomatic expressions because the second element of the verb (the adverb or preposition) is not necessarily predictable. A phrasal verbs is a verb that consists of two or three words. Most phrasal verbs consist of two words – the first is a verb, and the second is a particle. The particle is either an adverb or a preposition. Example of common phrasal verbs include *get up*, *go off*, *turn on*, *make out*, and *deal with*. There are also some three word phrasal verbs, for examples *catch up with*, *look forward to* (Longman, 2000). Phrasal verbs may also occur as frequently used verb-particle combinations, which may be characterized as semantically unspecialized (transparent), productive and fairly free combinations (e.g. *go out/ up*; *walkout/ up*; *takeout / up*) (Kaj, 1995). Phrasal verbs consist of

two and occasionally three words: abase verb and at least one particle (preposition or adverb). Many phrasal verbs are idiomatic: in other words, the meaning of the verb and particle is different from the base verbs on its own (Grains and Redman, 2011).

The subject of unpredictability is clearly a difficult one for students of English. The meaning of phrasal verbs is not the simple addition of each component that is usually unpredictable. On the other hand, phrasal verbs are ambiguous. They may have a variety of meanings; lots of phrasal verbs may have the same or similar meaning. On the other hand, when we use it, its subject and object are often subject to the conditions of collocation. These characteristics of phrasal verbs increase the difficulties of foreign language learners (White, 2012; Leila and Majid 2019),.

Each meaning of a phrasal verb is usually associated with a set of particular words (collocates) within the sentence. For example, complaints is a collocate of deal with, as in the sentence we had to deal with a lot of complaints. Studying the sentences will help you learn these very important word associations. Also the collocate complaints provides a clue to the appropriate meaning of deal with (Burdine, 2006).

Based on the some definitions, the writer can conclude that the phrasal verbs is combined of two or three words, there are verbs and preposition or adverbs, which is produces a new meaning.

2. Types of Phrasal Verbs

Phrasal verbs - such as take up, go on, get over, and get along with - are also referred to as multi-word verb constructions. A phrasal verb

contains multiple parts of speech (a verb and either a preposition or an adverb), forming three possible syntactical combinations (Thom, 2017):

- a) Verb + preposition (e.g. *take over, fill up*)
- b) Verb + adverb (e.g. *take away, give back*)
- c) Verb + adverb + preposition (e.g. *come up with, get out of*)

A phrasal verb is essentially a verb and one or two additional particles, for example *look for, put up with*. There are four basic types of phrasal verbs (Acklam, 1992), there are follow:

- 1) Type 1 = verb + adverb (no object)

The verb and adverb cannot be separated in phrasal verbs of this category

Example: *break down* = stop working

The car *broke down* and we had to walk

Will this meaning you cannot say break something down or break down something. There is no passive form with type 1 phrasal verbs

Pronunciation: the adverb and not the verb, is usually stressed with type 1 phrasal verbs.

Example: the car *broke down* and we had to walk

- 2) Type 2 = verb + adverb + object / verb + object + adverb

The verb and adverb can be separated.

- If the object is a noun, the adverb can come before or after the noun
- If the object is a pronoun, for example, *it*, the adverb must come after the object.

Example: *put off* = to postpone

We must *put off* the meeting for another week

We must *put* the meeting *off* for another week

We must *put* it *off* for another week

But not

~~We must put off it for another week~~

Pronunciation: the adverb and not the verb is usually stressed with
type 2 phrasal verb

Example: We must *put* it *off* for another week

3) Type 3 = verb + preposition + object

The preposition cannot be separated from the verb

Example: *take after* = be similar to older relative

He *takes after* his mother

He *takes after* her

But not

~~He takes his mother after~~

~~He takes her after~~

4) Type 4 = verb + adverb + preposition + object

Phrasal verbs in this category have 2 participles. They cannot be
separated from the verb.

Example: *put up with* = tolerate

I can't *put up* his behavior any more

I can't *put up* with it any more

Pronunciation: the stress usually falls on the first particle

Example: I can't *put up* with it any more

3. The Grammar of Phrasal Verbs

Lackman divided the grammar of phrasal verbs into 4 forms, there are:

(Lackman, 2012)

a) Two-part phrasal verbs

Most phrasal verbs consist of two parts, a verb and a particle. Particles can be either prepositions (at, for, to, with) or adverbs such as up, down, in, out, off, on, away, and through. This difference can be confusing to students and to teachers, too. A way to determine whether the particle is a preposition or an adverb is to think of a simple phrasal verb with it and consider whether the particle defines the verb as an adverb. For example, up defines the verb in go up, walk up, step up, etc., because it describes where or in what way the action happens. However, for the most part, it is not necessary to decide whether particles are adverbs or prepositions but to merely acknowledge that they make up the second part of the phrasal verb.

b) Three-part phrasal verbs

Some phrasal verbs have two particles and have the structure verb + adverb + preposition. These are often called three-part phrasal verbs and verbs which fall into this category are those like look forward to, put up with, get along with, make up for, etc.

c) Intransitive Phrasal Verbs

These are phrasal verbs that don't take objects. The important thing to remember about them is that the verb and particle always stay together. For example, you can sit down on a chair but you can't sit on a chair down. Note that some intransitive phrasal verbs can be transitive also.

d) Transitive phrasal Verbs

Transitive phrasal verbs are much more notable mainly because of the placement of the object. With many of these constructions, the object can go between the verb and its object, while in other situations, or with other verbs, the object has to go after the particle. This is the most important aspect of the grammar of phrasal verbs and one that can cause students a lot of problems. There are four groups of these transitive phrasal verbs. Separable phrasal verbs (optional object placement), Obligatory placement between verb and particle, Obligatory placement after the particle, Phrasal verbs with two objects.

4. The Importance of Phrasal Verbs

Phrasal verbs is very important in learning English, because phrasal verbs are common used in daily life, not only in spoken activity but also in written activity. According Glennis Pye (1996) although many phrasal verbs are informal or spoken, (especially those which have entered the language more recently), it is misleading to emphasize this as one of their most distinctive features. If this were the case, it could be argued that their acquisition could come much lower down the list of priorities for the average learner of English. In fact, a phrasal verb is very often the normal or neutral way of expressing something. For example, the phrasal verbs break in (as in, someone broke into the house), put away (as in, put all your toys away), fill up (as in, fill the bucket up with water) are in no way marked in terms of formality. It may be the case that there are more formal alternatives for some phrasal verbs. The verb rise could be employed in

place of the phrasal verb get up, or extract in place of pull out, but this does not mean that those phrasal verbs are informal. They are a normal part of the English language and therefore of great importance to the learner.

According to Acklam, 1992 explains that in speaking the readers can often avoid verbs by saying, for example, stop instead of give up. Unfortunately, it is not always so simple and if you don't use the phrasal verb you may sound unnatural, particularly in ordinary, everyday conversation. For example, it would sound very strange to an English-speaker, is said:

- He extinguished in the cigarette and not
- He put the cigarette out

In the reading and listening, cannot avoid phrasal verbs, they are everywhere. Consequently, it is very important that you understand at least the most common.

If you take the Cambridge First Certificate of Proficiency examinations you will be tested on your knowledge of phrasal verbs.

Phrasal verbs are very important for learners because phrasal verbs are common in everyday spoken or written informal English even in formal English. Understanding and being able to use these constructions correctly in spoken and written English is essential if the learners want to develop a complete command of language. As English students they have to speak fluently and naturally than the students of other program do. This takes us to the fact that native speakers of English use phrasal verbs in their speech expressions like „hang on“ instead of „wait“ ,“call up“ instead of

„telephone“, „break down“ instead of „stop working“, „to put off“ instead of „to postpone“, „to get out“ instead of „to exist“, and „to get together“ instead of „to congregate“etc. It is also an indirect way to encourage students to realize the existence of English phrasal verbs (Setiani, 2014:2).

5. The Problem of Phrasal Verbs

Phrasal verbs are irregular and misleading. Phrasal verbs are a special case of lexical items; knowing their meanings in advance is a definite way for a better translation for them. The context without knowledge in vocabulary is not always helpful in understanding the phrasal verb; it may help in translating them, mainly when they are of a transparent type. In general, phrasal verbs should be learnt by heart mainly the idiomatic and even the semi-idiomatic ones so that the students will avoid their mistranslation. They are similar to irregular verbs. Most of students think that they should memorize and practice using phrasal verb as often as possible. It would be unworkable to learn by heart all these English formations, but at least the most common ones (Handyani, 2019:25).

6. The Difficulty of Phrasal Verbs

Phrasal verbs are extremely common language and it is still difficult to learner for students because many of them are idiomatic and also have more than one meaning (Caragounis, 2017). The meanings of phrasal verbs are not always transparent, making them difficult to learn for ELLs. Their meanings have often been regarded as arbitrary, random, and unpredictable (Walkova, 2012).

The following is a list of the most commonly occurring errors which learners of English appear to make in the use of phrasal verbs (Pye, 1996).

- Choosing the wrong verb (e.g. Being hung up by the traffic instead of held up by the traffic)
- Choosing the wrong particle (e.g. Hand out instead of hand over)
- Using a phrasal verb when it is not necessary or correct (e.g. Join in a club instead of join a club)
- The use of incorrect subject or object restriction (e.g. Using carry on in a transitive sense about a general activity, such as carry on a trip when this should be restricted to activities which involve talking, such as carry on a conversation or carry on negotiations)
- The use of incorrect grammar (e.g. The electricity cut off, instead of the electricity was cut off)
- The overuse of less frequent forms (e.g. Hang up the phone is used more by learners than hang up, even though the opposite would appear to be true for native speakers)
- Incorrect collocating grammar (e.g. Give up with smoking instead of give up smoking, or give up the idea to have children instead of give up the idea of having children)
- Restricted use, showing a general lack of confidence in the use of phrasal verbs (e.g. A reluctance to split the verb from its particle - *hang up your coat* is preferred to *hang your coat up*, even though the latter is perfectly acceptable and appears to be more usual).

7. Teaching Phrasal Verbs

Teaching Phrasal Verbs through event conflation also has several pedagogical benefits. For example, it allows for multiple particle meanings to be explained through metaphoric extensions of their other meanings, which has been noted to aide in memorization ((Yasuda, 2010; Boers, 2000) in Ryan 2018). According to Dinara (2015), teaching phrasal verbs to EFL students should be purposeful, as phrasal verbs are an important means of developing students' communicative skills by using idioms and getting students to be familiar with the methods of formation and expression of thoughts by native speakers.

Avoid teaching phrasal verbs in alphabetical lists. “One big advantage of this method is that it is thorough and comprehensive. But, the problem with a long list is that it is one thing to memorize a phrasal verb and its meaning, but quite another to bring the phrasal verb into your active, everyday speaking and listening” (Dainty, 1992: (Mart, 2012)

The method to teach phrasal verb has many way, Ruth Grains and Stuart Redman explain some method to teaching vocabulary. There are visual aids, verbal explanation, and contextual guesswork.

1. Visual Aids

In this technique, teacher can use paper or screen slide show of song lyrics or whiteboard. The teachers use paper to song lyric and underline the words that we needs and writing the words and meaning at white board as visual aid.

2. Verbal Explanation

In this technique, teacher can explain the meaning of the words.

A teacher should select and provide words based on students' level.

This technique is efficient way to explain unknown words.

3. Contextual Guesswork

In this technique, the students learn vocabulary from a text of song lyric. The students can understand the meaning of difficulty word from text through song lyric. They can guess from the meaning of lyric.

From the techniques, the writer use in this research by Visual Aids because in the application equipped by the ilustration, picture, and meaning of phrasal verbs. The students more quickly understand when the teacher explain the phrasal verb because it has the indonesian meaning.

B. Teaching Phrasal Verbs by Using Application

1. Memrise Application

Memrise is a fast-growing mobile language learning platform with a big personality. It specializes in combining cutting-edge learning tech and entertaining content in order to make language learning fun, effective and accessible for all (Memrise, 2018). Whereas Louis Walker (2016) defined Memrise is an online self-study programmed which I had used myself to learn Latin vocabulary. Its main benefits for me were its portability, accessibility (via computers and Apps on smartphones and tablets) and ease of use.

Memrise is an English language learning application that specializes in foreign language acquisition. Memrise is an online self-study program with the main benefits of availability (via Applications on smartphones and computers and tablets), portability and ease of use. Built by researchers in languages and psychology, the program is created to develop long-term memory of taught items by frequent and systematic testing. Memrise utilizes an algorithmic system of item reviewing in which students should visit and revisit items over and over but at a particular predetermined time schedule, with some reminders to remember reviewing taking place at the time (Masoud Azizi Abarghoui, 2018).

Memrise was founded by Ed Cooke, a Grand Master of Memory, and Greg Detre, a Princeton neuroscientist specializing in the science of memory and forgetting. The website launched in private beta after winning the Princeton Entrepreneurship Club 2009 Tiger Launch competition. (Wikipedia, 2019).

Memrise is a language learning app that is the opposite of textbook learning: it's enjoyable and effective. Founded in 2010, Memrise has quickly grown and now more than 40 million people in 189 countries learn languages with us to better themselves, connect with others and with the world around them (Memrise, 2019).

Memrise is language learning application or learning media which can be accessed through computer, and easily accessed for the student and teacher. It offer some feature to make study more efficient and attractive. The benefit of Memrise is the user can review the material of the course that

they learn, it would be repeat many time and Memrise use drill-and practice method. Memrise also make learning more interesting and enjoyable, because Memrise supply of some feature. This application allows the users to create the course and group, included sets of flashcards. The users can input variety material about vocabulary or grammatical. Although it used English as the material, the students can get translate because the user can input it. Teacher can make a new group to their student to start the course.

The teacher also can make their own material, by use of their own meaning. Memrise has good features to make learning more interesting and enjoyable, there are: learn new word (material), classic review, speed review, difficult words (material), and listening skill. This features also may help the students' phrasal verbs, because it use drill-practice method. In the group that were created by teacher, there was stats feature. The function is to monitoring the development of their student. How long they were studied, the level of study, the difficulty word (material) that they have, and their progress. Another features is learn with local, chatbots, and grammarbot, but this features is available for pro version user.

Memrise is guided by three principles:

a) Rich, real-life language content

Memrise's courses have one thing that textbooks don't: real-life language. Our team of in-house linguists are not only experts but also passionate about teaching you the language they speak themselves in everyday life. To add to the richness, our courses are packed with thousands of video clips of native speakers speaking in their native language, in their hometown. So

you can learn to understand authentic voices and accents, as well as taking in the scenery and getting a sense of the culture.

b) A saucy recipe of tech and science

Memrise is built with a mix of technology and science that brings your mind to life. Re-reading endless lists of words and phrases is boring, and your brain knows it. We know that getting you to use what you are learning in a variety of ways and at specific times is exciting and effective, and your brain likes that!

c) If it isn't fun, you just won't learn

Who's ever been bored at school? We have! Which is weird, because the best learning happens when you are enjoying yourself so much that your attention is fully engaged. This is the test all of our content must pass before making it to the app for millions to learn with. Make it fun, or go home (Memrise, 2019).

2. The Benefit of Memrise

The use of Memrise can give several benefit to the users, there are:

- a) Memrise use drill and practice method, make students easier to memories the material.
- b) Students join course by invitation from the teacher (via email or code)
- c) Teacher has full management control
- d) Teacher can monitoring students' progress and achievement
- e) Mobile learning can access the material anytime, anywhere
- f) Memrise can be accessed for IOS, Android, and computer

g) The users only write down the link to the browser.

3. The Advantages of Memrise Application

Memrise allows its users to create simple sets of flashcards containing varied kinds of information whose number can be individually tailored to the needs of the learners. Flashcards may contain e.g. definitions, synonyms, L1 translation, verb forms, missing prepositions, pictures illustrating the meaning of the word taught, which is especially useful for children (Luczak, 2017).

Memrise has a number of strong features that make it an appealing learning option for students and teachers. The site is built on the foundation of cognitive science, so learners can engage with the material in a way that enables information storage in the long-term memory. Memrise uses multiple methods for instructing and assessing learners on materials they are exposed to, so that several learning styles, namely, visual, auditory, and linguistic can potentially be engaged. (Cook, 2017).

Beside that Loise Walker (2016), presenting the advantages of the use Memrise. Namely students to be experienced a number of advantages in speed of access and save time, students are easy to use Memrise, convenience in utilizing as characteristic special feature. Students improved their knowledge and succeed in language learning. In the meta-learning, this theme covered features that demonstrated students' gains in the area of meta-learning, knowledge about the learning process. Memrise can motivate students because it features a leader board. Intrinsic motivation,

idea competitions and scoring points for learning and reviewing the words are considered as motivating students.

All in all, the use of Memrise proves to be very beneficial both for the users and the authors of the courses. Memrise courses can be created almost instantly with just one click and later the vocabulary base can serve other purposes, i.e. to generate tests and glossaries or for conducting oral examinations (Luczak, 2017).

4. Disadvantages of Memrise

There are some disadvantages of using Memrise:

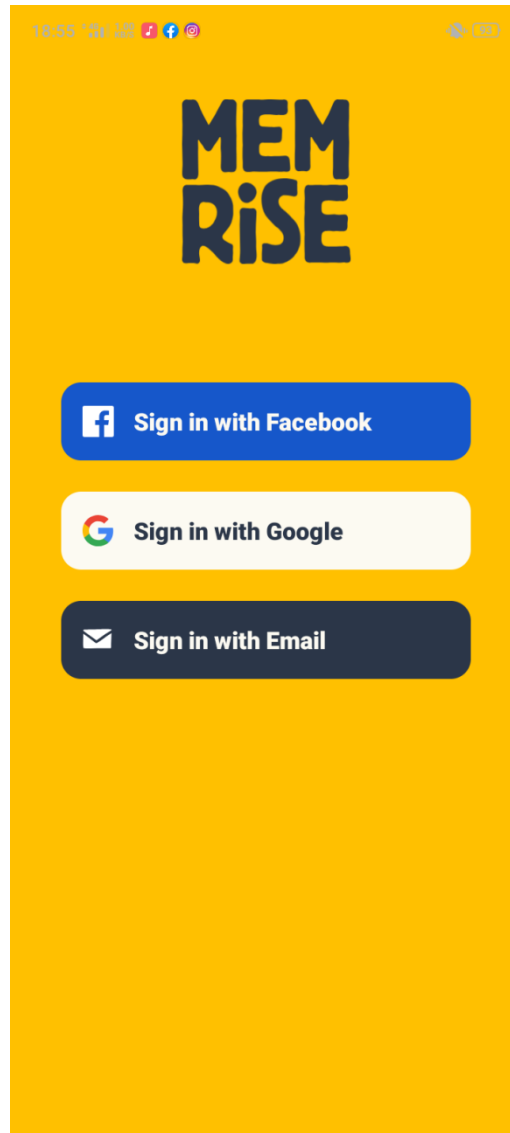
- a) Text messaging is not available in the feature
- b) If student didn't connect to internet data, the application would not be able to use.
- c) Lag time in feedback response from peers or teacher.

5. Teaching Procedures by Using Memrise Application

Memrise as attractive learning media for teaching and learning in the classroom. Learning steps using Memrise application, the teacher use laptop or computer. To starting Memrise, teacher and student must install the application into mobile phone, android user can be downloaded from google play and ios user can downloaded in the Apple Store. It also can be accessed by using pc by visit link of Memrise. Those, students create an account by sign in via email, gmail, facebook. If they were done registration, there would be notification of confirmation message by email, so that the both of them can log in Memrise. The user should have option to identify the

language that they speak natively. The user can choose 1 of some language, including UK, US and etc.

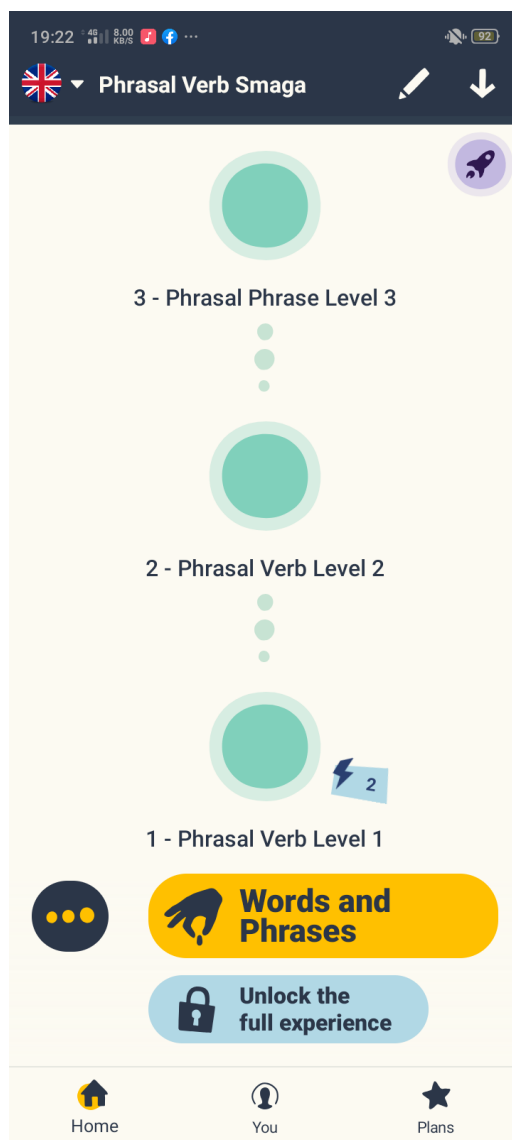
Picture 2.1 Log in and Sign up in Memrise



Teacher make course about phrasal verbs, in the course showed the material phrasal verbs and the meaning into Indonesian (L1). According to Luczak (2017) stated that Memrise courses are created by the internet users through the method of so called crowdsourcing (i.e. all members of the Memrise community can contribute course content), so they can be tailored

to satisfy individual needs of the users and can supplement traditional language classes through practice and revision of the content taught there.

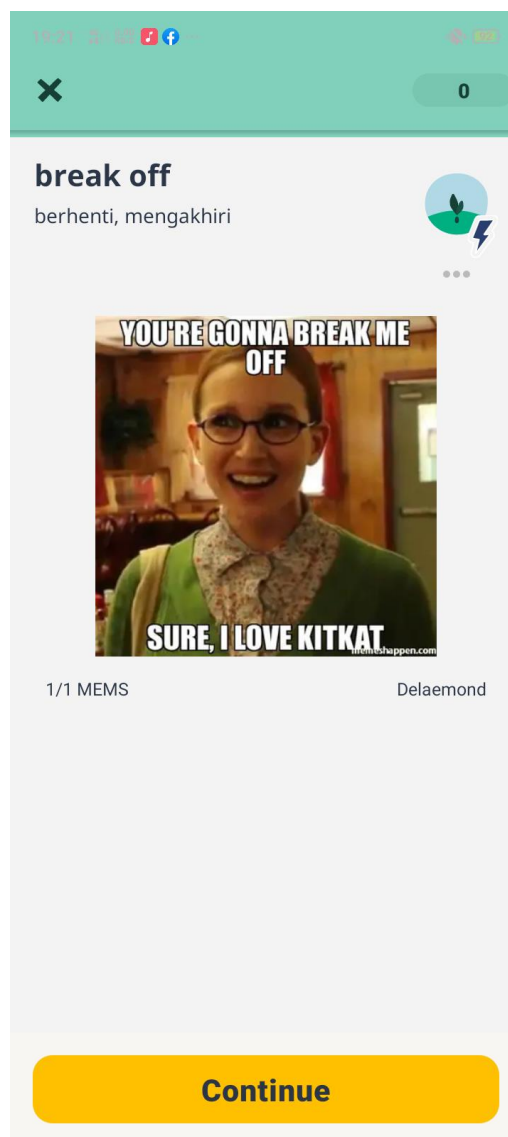
Picture 2.2 Level of Phrasal Verbs on Memrise



Then the teacher make a new group to start the course about phrasal verbs in Memrise, the group included the course that have been made by the teacher. The teacher ask the student to searching the Phrasal Verbs group, or teacher share the link or code of group. The student have to invite the link or code to join the group, the student would accept confirmation by their

email. The benefit using group features is the teacher can monitoring the students' activities and achivement to mastery phrasal verbs. The computer as the media for teacher to showed step by step to use Memrise. Students bring their own device to access Memrise. When the teacher gives phrasal verbs material, the students are expected to write down the material, so students are easy to remember and learn.

Picture 2.3 Feature of Memrise



The material in Phrasal Verbs has several level, each level contains a set number of Phrasal Verbs to learn. Memrise According to Masoud and Saeed (2018), the rise of gamification as a new type of software/application design may be seen as a product of the new user-centered technologies, combining the enhanced 'social' features of Web 2.0 with a game-like experience to further motivate and boost language learning. However, the students has the option to determine how many Phrasal verb they would be exposed to in every learning session. Memrise has level that contain as set number of word to learn, some steps to learning of phrasal verbs and it would be repeat many time, so easy to memorize it. There has meaning of word, Indonesian translation, and also has clue that covered by picture or illustration.

Teachers giving instruction to students to continue every level in the Phrasal Verbs course. When the students start to learn phrasal verbs course, the teacher give limitation time for students to do the quiz. The result from students answer would be display on Memrise. There would showed the score and time duration students done, how long they were studied, the level of the word, the difficulty word that they have, and their progress. Teacher can monitoring from that, so teacher would know who is the quickly done. So by using Memrise can help teacher to teach more easily and efficient. And it also may help the students' mastery of phrasal verbs, because the learning was interest and enjoyable.

C. Previous Study

There are some researcher that have been done by using Memrise application. The research that relates to this study: The first, a thesis entitled “*Improving Student’s Mastery of Irregular Verbs by Using Memrise Application at The Tenth Grade of Man Sidoarjo*” by Elly Cholifatur Rosyadah (2018) the student of UIN Surabaya. This research was focused on the use Memrise Application to improve student’s mastery of irregular verbs. Her research conducted an experimental research, taken two classes to be the sample, there are experimental and control class. The instrument to collect the data used observation note, pre-test and post-test. The researcher gave both classes treatments, experimental class using Memrise application and control class using Quizlet application. The result of pre-test the experimental class presented that the mean score was 61.5, then the post-test result showed the mean score of experimental increased 80.7, The result showed that the students who taught by using Memrise application improved better than who not using Memrise application for the student’s mastery of irregular verb.

The second, a journal entitled “*Memrise in legal English Teaching*” was written by Aleksandra Luczak (2017). His study looked at various types of exercise which facilitate memorizing vocabulary, learning collocations, prepositional phrases, develop the skill paraphrasing and defining legal term of art in plain English. Memrise application as the method enables the learners to participate. The aim of his research to investigate the students’ opinion about Memrise in teaching and learning of the specialist language.

And the students get positively influenced the test result achieved after being taught by using Memrise application.

The Third, entitled “*Learning and Reviewing Vocabulary through Memrise to Improve Students’ Vocabulary Mastery*” written by Dian Fadhilwati (2016) from Universitas Islam Balitar. The research conduct action research to improve vocabulary achievement to students of Faculty of Agriculture and Animal husbandry at the Islamic University of Balitar. Her research conducted one cycle of action covered by planning, acting, observing and reflecting. The result of the research showed that Memrise as learning and reviewing vocabulary tool could improve the students’ vocabulary achievement from the mean score 60.45 (Pre-test) to 86.27 (Post-test). The last, written by Masoud and Saeed in journal theory and practice in language studies entitled “*Measuring the Effectiveness of Using Memrise on High School Students’ Perceptions of Learning EFL*” (2018). They used Memrie as the media to teach English language instruction. Their study focused on the effectiveness Memrise as Mobile Assisted Language Learning (MALL) to teaching English for Iranian Learners. Their compare between Memrise and direct language instruction in the class, and found the significant result. The result showed that Memrise is an effective method of English language instruction.

The difference between previous studies and my study would be in the specification on topic, methodology and subject. In this research, the researcher used Memrise application as the media to teach phrasal verbs. This study used Quasi-experimental research design, which two group pre-

test and post-test design. The subject of this research is first grade students at SMAN 1 Gondang Tulungagung. The researcher would do the research to know whether teaching phrasal verbs using Memrise is effective or not to improve students' mastery phrasal verbs of first students at SMAN 1 Gondang Tulungagung.